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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Professional Development

THE TEACHING OF FRENCH IN GRADES 9 AND 10

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

PROFESSIONAL DEVELOPMENT

THE TEACHING OF FRENCH IN GRADES 9 AND 10

5 programs, 30 minutes each.

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Please address inquiries and comments to:
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INTRODUCTION

This series of programs appears soon after the publication of the Ontario Department of Education's new course of study for Grades 9 and 10 French, Curriculum 1-15A (9-10). Their objectives are to offer a graphic explanation of the new program for Grades 9 and 10, and to act as a sequel for the 1967-68 ETVO series for teachers of French in Grades 7 and 8. Most viewers will already have seen the first series and will, therefore, be in a better position to appreciate the total approach to the new French program from the first to the fourth levels. Those who have not seen the Grades 7 and 8 series are urged to consult the Teachers' Guide and Curriculum 1-15A (7) and (8).

The present series has been designed primarily to elucidate the new French program for the teachers of Grades 9 and 10 who have already embarked on such a program. In view of the increasing concern for the total program by teachers, parents, and administrators at all levels, however, the telecast may benefit those teaching French at any level.

Grade 9 and 10 teachers who are still teaching a traditional course should bear in mind that the extent to which they will be able to implement the new program as it appears in Curriculum 1-15A (9-10) and on the TV screen in this series, will depend upon many local factors; full implementation of such a program should remain the ultimate goal.

This series is intended to be as practical and helpful as possible, and to capitalize on the unique attributes of the television medium. It includes an interesting variety of (a) off-camera interviews with relevant illustration on the screen (b) classroom filming in tightly edited and structured form (c) interesting close-ups (d) quick illustrative flashes (e) live situational shots (f) other imaginative visual techniques.

These programs will be successful if they lead all teachers to careful reflection and group discussion on the total French program.

PROGRAM 1

THE BASIC PHILOSOPHY AND GOALS OF THE FRENCH PROGRAM

PROGRAM CONTENT

In this first program, viewers will be acquainted with the Grades 9 and 10 levels of the total French program.

Repeats of portions of the 1967/68 series, "The Teaching of French in Grades 7 and 8", will show secondary school teachers the work and achievements of the Grades 7 and 8 program. The telecast will show how reading and writing begin to assume more importance in Grades 9 and 10. The oral core will be related to the integration of the four main skills: listening comprehension, speaking, reading, and writing.

SUGGESTED PRE-VIEWING ACTIVITIES

- Re-read Curriculum 1-15A (7), (8) and (9-10).
- Consider the possible effects of the above curricula and new program materials for Grades 7 to 10 on the rest of the French program in Grades 11 to 13.
- Remind the principal and all the French teachers in your school of these programs.

notes

PROGRAM 2

IMPORTANCE OF THE ORAL CORE

PROGRAM CONTENT

This program emphasizes the importance of using French before generalizing about it. The oral core will be contrasted with grammatical generalizations; teachers will see how the two differ in nature and function and what relationship exists between them. The time lag between them will be explained.

In addition to seeing some of the oral core program being conducted in class, viewers will observe how pattern drills, as an over-learning technique, can lead to generalizations, and that the latter is the basis for both written exercises and further oral facility.

SUGGESTED PRE-VIEWING ACTIVITIES

- Re-read in Curriculum 1-15A (9-10), "Oral Core", p. 5, and "Generalizations", p. 8.
- Read: Politzer. *Teaching French; An Introduction to Applied Linguistics.* Blaisdell Ginn, 1960-1965. See Chapter IV (B), pp. 34-39; Chapters VII and VIII, pp. 97-154.

notes

PROGRAM 3

FURTHER DEVELOPMENT OF READING SKILLS

PROGRAM CONTENT

Teachers will see material from the Grades 7 and 8 television programs which dealt with the "graphie des sons", in order to trace the development of reading in the French program from its initial stages through to the end of Grade 10. Keeping in mind the "Statement of Accomplishment" at the end of Curriculum 1-15A (8), consideration will be given to the acquirement of reading skills prior to Grade 9. Teachers will be reminded that, up to this point, the skill of reading is based on materials previously mastered aurally and orally.

The telecast will then show how reading skill is developed and expanded in Grades 9 and 10 and what relationship it maintains with the oral core.

SUGGESTED PRE-VIEWING ACTIVITIES

- Re-read Curriculum 1-15A (8): "A Suggested Methodology for Introducing Oral Recognition Reading", pp. 12-13, (9-10); "Reading", P. 9.
- Compare the approach to reading as outlined in the above documents with the methods which you have used in the past.

notes

PROGRAM 4

THE WRITING PROGRAM

PROGRAM CONTENT

This program will remind the viewers of the modified role of writing in the average person's life. This modified role is reflected in the new French program. Writing has an important function as a reinforcement of the oral core and of generalizations, and is one means of testing for diagnostic purposes.

The telecast will indicate the various forms of writing which are possible at the level of Grades 9 and 10, and how they may be handled. Translation will be discussed as a by-product of a total French program; it presumes a prior acquisition of basic language skills. Writing in Grades 9 and 10 can assume the form of (a) transcription (b) dictation (c) controlled exercise material (d) controlled composition in its various forms.

SUGGESTED PRE-VIEWING ACTIVITIES

- Re-read Curriculum 1-15A (9-10), "Writing", p. 9.
- Consider the limited amount of time spent on writing as outlined on page 3 of Curriculum 1-15A (8) and how this ability should logically be developed in Grades 9 and 10.
- Consider various forms of writing, and their purposes at this level.
- Reflect on the lack of preparation for translation thus far in the French program, and consider what the purpose of translation is and at what later level it might be initiated.

notes

PROGRAM 5

SUGGESTIONS FOR TESTING

PROGRAM CONTENT

The first part of this telecast considers the process of testing, and the second part reviews the various facets of the total French language program, recalling the integration of the four main skills.

Although forms, objectives and personal approaches to testing may vary, this telecast stresses certain constants in testing which are desirable at the Grades 9 and 10 level. All aspects of the course should be tested, for instance, and special consideration should be given to testing each skill separately. An answer is sought for the questions, "Can aural-oral skills be tested? How and why?" The program will examine diagnostic testing as an essential means of helping the teacher discover the most effective teaching techniques.

Finally, the telecast reviews the total French program, with emphasis on what is new and particularly important at the Grades 9 and 10 level: the continuation of the aural-oral skills, the development of reading and writing abilities, the introduction of grammatical generalization as a reinforcing agent, and the integration of all the skills.

SUGGESTED PRE-VIEWING ACTIVITIES

Teachers might consider the following questions concerned with their present evaluation procedures.

- Does my testing really reflect my day-to-day teaching?
- Is any attempt made to test the various skills separately?
- If the above is true, is the ratio of marks for the various kinds of tests in proportion to the time and emphasis given them in the daily classroom situation?
- In what ways can aural-oral skills, as well as reading and writing, be tested?

For Further Study:

Lado. *Language Testing.* Longmans, 1965.

Valette. *Modern Language Testing; A Handbook.* Harcourt Brace, 1967.

notes

Prog. No.	CBC Ontario Network 9:00-9:30	CBLT (6) Toronto 9:00-9:30	CHCH (11) Hamilton 10:00-10:30	CKCO (13) Kitchener 9:30-10:00	CJOH (13) Ottawa 12:30-1:00	CBOT (4) Ottawa 9:00-9:30	CKLW (9) Windsor 9:00-9:30
1	FEB. 22	FEB. 22	FEB. 22	MAR. 8	MAR. 8	FEB. 22	FEB. 22
2	MAR. 1	MAR. 1	MAR. 1	MAR. 29	MAR. 29	MAR. 1	MAR. 1
3	MAR. 8	MAR. 8	MAR. 8	APR. 5	APR. 5	MAR. 8	MAR. 8
4	MAR. 29	MAR. 29	MAR. 29	APR. 12	APR. 12	MAR. 29	MAR. 29
5	APR. 5	APR. 5	APR. 5	APR. 19	APR. 19	APR. 5	APR. 5

Note: Please check your monthly ETVO Schedule for last minute changes in programming.

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